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ABSTRACT

This resource guide, prepared for graduates of early childhood and elementary education teacher education programs, contains practical information on various job search strategies, job application procedures, and job interview techniques, and an extensive list of job resources. The document is divided into 5 sections as follows: (1) provides introductory material including a job search strategy, job search resources, and 10 job hunting errors; (2) outlines details related to resume writing, provides samples of resumes, and gives a preferable method for writing reference lists; (3) presents job application materials, including samples of cover letters, and discusses the intricacies of applying for jobs out of state; (4) highlights main points of the education job interview, furnishes an interview preparation form and checklist, and discusses interview portfolios, interview dress, common teacher interview questions, interview topics, negative factors observed during job interviews, illegal pre-employment inquiries, and a sample interview evaluation sheet; and (5) contains resources for educators' job searches and career exploration. (LL)

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Getting Hired: Strategies for Job Searching That Work!

A Resource Guide for Early Childhood and Elementary Education Majors

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Introduction.

This resource contains practical information on various job search strategies, job application procedures, job interview techniques, and an extensive list of various job resources. It is geared specifically for upcoming graduates of two- year and four-year undergraduate teacher education programs in early childhood education and elementary education who are job hunting for teaching positions in preschools, day cares, Head Start programs, and elementary schools. However, some of the materials may be useful for education majors in general.

In the first section, introductory material is provided which includes a job search strategy flow chart. The left side of the chart is the route taken if specific job vacancies exist and have been advertised. The right side of the chart is taken is the job seeker has a limited geographical area in which to apply for teaching jobs and specific job vacancies have not been advertised. Then, a list of initial job search resources is given along with a list of ten job hunting errors which are commonly found in job searches.

In the second section, details related to resume writing are outlined, including the components of a resume, styles of resumes, a list of action verbs for use in developing a resume, and another list of possible resume headings. Four actual sample resumes of early childhood and elementary education majors are also provided. Lastly, an explanation of a preferable method for writing reference lists is given.

Next, in the third section, job application materials in terms

of cover letters are discussed in terms of content and format. Five samples of cover letters are provided: the letter of application, the letter of inquiry, the interview follow-up letter, the letter of acceptance, and the letter of rejection.
The intricacies of applying to job positions which are out of state is explained in a final item in this section.

The education job interview and related materials are furnished in the fourth section. Inportant main points related to the education job interview are first given, including points for on-campus and off-campus interviews. Next, an interview preparation form is furnished which can be used for the organization of information related to each individual job position to which the job seeker might be applying. An interview checklist for the education job interview is then provided which summarizes helpful points prior to the interview, during the interview, at the end of the interview, and following the interview. A description of the suggested contents of an interview portfolio is given. Additional materials in this interview section include the following: guidelines for interview dress; an extensive list of common teacher interview questions, including ten questions the job seeker can ask and twenty five questions to get ready for in the interview; common interview topics, including difficult interview questions and predictors of success in a job situation; a list of negative factors observed during job interviews; and information related to illegal pre-employment inquiries. Lastly, a sample of an interview evaluation sheet used by an interviewer for a teaching position is provided.

The last section, section five, includes an extensive list of resources for educators' job searches and career exploration. The categories of resources involved in this list are as follows: national and overseas directories; books, pamphlets, and guides for job searching in the education profession; resources for overseas teaching positions, including a list of organizations and books; recruiting fairs for overseas teaching positions; and, finally, resources for alternative careers for teachers.

One additional resource which is highly recommended by this author is listed in section five. This is the 1993 ASCUS Annual: The Job Search Handbook for Educators which is published annually by the Association for School, College, and University Staffing. This is an excellent resource available at many college and university placement offices for free or at a minimal cost. The approximately fifty page booklet contains many useful articles related to job searching for educators. Also included are several excellent tables which provide (1) a national survey of teacher supply and demand organized by teaching field and geographical region, (2) relative demand nationally by teaching area, and (3) average salary reports by geographical region and school year.

Lastly, this resource guide is intended to supplement but not replace the services provided by a college or university placement office.

JOB SEARCH STRATEGY FOR EARLY CHILDHOOD & ELEMENTARY TEACHING POSITIONS

PREPARE PAPER MATERIALS
Credentials
Resume
Possible letters of inquiry and application

Route to take for jobs which have been advertised and you know vacancies exist

Route to take if you have chosen to limit the geographical area to which you will apply for jobs

JOB VACANCIES THAT EXIST
Vacancy Bulletin
Personal Contacts

POTENTIAL JOBS
Define Region
Get Addresses of School Districts/schools in those areas

Send Letter of Application
Send Resume
Direct your experience to That Particular Job

Send Letter of Inquiry
Sending a Resume is Optional But Facilitates Describing Your Preparation

If you get no reply to this letter, send a follup-up letter of inquiry.

Complete and return any application materials Sent to you from the District/School
Send Transcript if Requested
Send Credentials if:
-You are responding to an actual job you strongly want to be considered for
-The school district or school is a high priority one for you

PERSONAL CONTACT
and/or
FOLLOW-UP LETTER if much time elapses following application

INTERVIEW PREPARATION

INTERVIEW

INTERVIEW FOLLOW-UP LETTER

CONTRACT??

JOB SEARCH RESOURCES

The success of your job search campaign will depend upon your effectively using all resources that are available to you. It is particularly important, in a competitive job market, that you explore all avenues rather than depending upon a single job search method.

RESOURCES

College/University Placement Services:

Assists in establishing a placement file

Publishes a job vacancy bulletin of available job openings in local area, regional area, and state and national levels

Provides a vacancy referral system

Coordinates campus interviews

Maintains a career library with employer information and state and national school directories

Personal Contacts:

Faculty members at your college/university

Friends, relatives, and past employers

Teachers who teach in the school district/school/center where you wish to teach

School district/center where you student taught

Other:

News media coverage of increased school enrollment, new school openings or retirements

State Education Agencies (called State Departments of Education State Boards of Education, etc. - they usually will send out a statewide job vacancy bulletin upon request)

Classified ads in newspapers (local and statewide - locate specific ad headings or categories for listings of jobs in schools, preschools, day cares, etc.)

Ten Job Hunting Errors

There are some things that even your best friend won't tell you so it is not surprising that many job seekers make basic errors and the employers who turn them down don't let them know. Here are ten ways in which many candidates hurt themselves as adapted from a list prepared by Costello, Erdlan, & Company. Most are rather basic stressing what successful football coaches refer to as the "fundamentals." If you are rejected more than expected, you might make a point to ask employers for more information on your turndown.

Poor Resume. The resume is used as a quick screening device by most employers. If it doesn't strike them as outstanding, your chances of an interview may be nil. The resume should describe education and experience in a concise, well-written format. More importantly, it should emphasize accomplishments, over duties and responsibilities.

Failure to Network. Friends, acquaintances, and people they know should be sought out and their information used in developing job leads.

Limiting Job Sources. Classified ads, employment agencies, and other sources are often overlooked. Use all possible methods to learn of appropriate jobs.

Canned Approach. Preprinted cover letters, quick and unimaginative phone calls, and short nonresponsive resumes save time for the candidate but turn off employers who feel they will take short cuts in carrying out job responsibilities.

A Short Work Week. For the unemployed, the job search should be a 40 hour per week proposition. You don't get a job by only using a part of your free time.

Inadequate Interview Preparation. Each situation is a separate challenge and requires unique preparation. Responses must be timely, flexible, and address the specific needs of the employer.

Poor Interview Techniques. A "give and take" honest relationship must be established during the interview. Candidates should exchange information while listening attentively selling themselves, and demonstrating enthusiasm for the job and the company.

Restricted Job Search. Restrictions on geographical locations, commuting time, parking facilities, size and type of employer, and other personal matters should be secondary to the overall merit of an opportunity. Financial and professional pressures may also change your outlook later and make the opportunity more feasible. Remember that you can always decline a job offer if it is judged to be unattractive or a better one develops.

Negative Attitude. Candidates who "have all the answers criticize their managers, and second guess employers" are seldom invited for second interviews. Negative attitudes toward prior jobs are seen as predictors of future performance.

Poor Physical Appearance. While there is no need to look like a movie star, candidates who do not demonstrate self-respect by creating a positive image are usually judged to be unacceptable.

Source: Costello, Erdlan & Company (a national outplacement counseling and human resources consulting firm, 690 Cannon Street, Westwood, MA 02090-2322) Minichart prepared and distributed by the Career Opportunities News, PO Box 190, Garrett Park, MD 20896.

A resume is a document that briefly describes your educational background, professional experiences, and interests. Although the resume may partly duplicate the material in your placement file and in the school's application form, a well prepared resume serves an important function in your job search. It can introduce you to an employer and should always accompany letters of inquiry and application. The information in your resume can facilitate an interview and can be given to all members of the selection committee. A copy of your resume will be of assistance to cooperating teachers, faculty members or administrators when writing a letter of recommendation on your behalf. The information in your resume will also be very helpful to you as you complete application forms for individual school districts and schools.

I. Components of a Resume

A. Identifying Information

1. Name, address, zip and telephone number, temporary and permanent. Make it EASY to get in touch with you
2. Avoid personal unrelated information ie. height, weight, marital, status, birth date

B. Career Objective

1. Optional, but employers have indicated that they like to see one
2. The "hook" to catch the employer's eye
3. If your career objective is too specific, there is a danger of not being considered. If this is the case, do more than one resume, tailoring the objective to the position
4. Keep it simple. No more than six lines in paragraph form. May include short and long term goals

C. Education

1. List schools attended (most recent first)
2. Give degrees earned and dates
3. G.P.A. if it is a B average (3.0) or better (on a 4.0 scale)

D. Education-Related Work Experience

1. Describe any experiences that you have had that demonstrate competence in your area of professional interest. Include paid positions, volunteer work, internships and/or special projects.
2. Do not use "I" or personal pronouns in general, instead describe your experience in ed action verbs (see list below)
3. De-emphasize specific dates (month and day), just put the year
4. Do not pass up jobs you feel are unimportant (ie. waitress). Some skills learned on the job may be relevant to other positions.
5. Consider categorizing experience as "related" or "professional" and "additional"
6. Listing (in reverse chronological order-most current or recent first) of part-time, and full-time positions related to the work you are

seeking, such as volunteer, summer, or part-time positions in day care centers, summer camps, park community districts, etc. List your position/title, department/company/agency, location (city and state), dates of employment (month and year), type of responsibilities, and, possibly, supervisor's name (unless it will be listed later in "references" section) 8.

E. Certificates
   Type of state teaching certificates you have earned (list grade level, type and state)

F. Professional Associations
   Memberships (list in alphabetical order). Also, mention the specific office you hold secretary, vice president, fundraising chair, etc.) if you held such a position. If not, list "member" or leave blank after listing the Professional Association title.

G. Professional Service
   Service to local, state, regional, or national professional associations

H. Awards or Honors
   List awards or honors you have earned recently (last 5 years), such as scholarships, recognition for academic accomplishments or civic contributions, etc.

I. Special Interests or Abilities
   Mention interests and abilities which relate to the employment sought and which might be of interest to personnel directors, especially for coaching or supervising special school programs, sports, or events

J. Date Available for Employment
   Month and year (optional)

K. References
   1. May simply put "available upon request" but then have a separate sheet of paper with references addresses and phone numbers to mail or take to the interview
   2. If you have a credential file with a placement office, you may list the address and phone number of the Placement Office so that the employer can request your credentials if she/he desires
   3. It is a good idea to provide each of your references with a copy of your resume

L. Placement File
   State where your placement file is located (and the number), giving the complete address and telephone number on the placement office and your file number. You might list the names, positions/titles, and phone numbers of persons submitting letters for your file.

M. Other information
   Publications, professional papers presented at conferences, other activities or interests related to the type of employment you may be seeking.

II. Technical Considerations
- A. Typed, word processed or typeset
- B. Printed on quality 8 1/2 x 11 paper
- C. Paper color should usually be white, cream, beige, light gray
- D. Use black ink
- E. Print only on one side
- F. Enough white space to be pleasing to the eye
- G. Ideally, the resume should be one page in length. If two pages are necessary, identify the second page with your name and the page number.
- H. NO typos, misspellings, abbreviations, salary needs, handwritten changes, personal pronouns or photos (unless requested). The final copy should ABSOLUTELY be ERROR FREE.

III. Styles of Resumes
- A. Chronological
  1. Used by those who have worked steadily and intend to stay in their field
  2. List work experience in reverse chronological order with the most recent first
  3. Most common and easiest to compose
- B. Functional
  1. Emphasizes skills and knowledge more than specific work experience
  2. Used by those who have worked intermittently or have gained experience through volunteer work
  3. Useful when re-entering the job market or changing careers

Now that you know the resume basics, formulate a rough draft and have it critiqued by your placement office. Best of luck!

ACTION VERBS FOR USE IN DEVELOPING RESUME:

Created, instructed, installed, routed, corresponded, audited, coordinated, researches, implemented, presented, instituted, directed, managed, eliminated, provided, solved, determined, collected, referred, served, compounded, purchased, oversaw, counseled, received, built, logged, recommended, distributed, arranged, selected, developed, edited, wrote, analyzed, produced, conducted, delivered, founded, assisted, rendered, studied, improved, consolidated, ordered, invented, diagnosed, examined, lectured, processed, previewed, translated, represented, promoted, recorded, operated supervised, drew, organized, obtained, expended, trained, devised, supplied, prepared, maintained, interpreted, administered, interviewed, advised, discovered, restored, conserved, delivered, arbitrated, criticized, assembled, realized, increased, negotiated, planned, sold, completed, designed, consulted, evaluated, calculated, identified, performed, etc.

POSSIBLE RESUME HEADINGS

The following are various headings you can choose from in designing and writing your resume. They are arranged into distinct groups or categories. Choose the one heading from each

group or category which you believe is the most appropriate. 10.

OBJECTIVE
JOB OBJECTIVE
TEACHING OBJECTIVE
CAREER OBJECTIVE
PROFESSIONAL OBJECTIVE
POSITION DESIRED

EDUCATION
EDUCATIONAL BACKGROUND
EDUCATIONAL PREPARATION
ACADEMIC BACKGROUND
ACADEMIC TRAINING
EDUCATIONAL OVERVIEW

SPECIAL TRAINING
CERTIFICATION
CERTIFICATES
ENDORSEMENTS

AREAS OF KNOWLEDGE
AREAS OF EXPERIENCE
AREAS OF EXPERTISE
EDUCATIONAL HIGHLIGHTS
COURSE HIGHLIGHTS
BACKGROUND HIGHLIGHTS
CAREER HIGHLIGHTS
PROFESSIONAL SKILLS
TEACHING COMPETENCIES

STUDENT TEACHING EXPERIENCE
PRACTICUM EXPERIENCE
TEACHING EXPERIENCE
COACHING EXPERIENCE
PROFESSIONAL EXPERIENCE
EXPERIENCE SUMMARY
EXPERIENCE HIGHLIGHTS
PROFESSIONAL BACKGROUND

ACHIEVEMENTS
CAREER ACHIEVEMENTS
EMPLOYMENT
OTHER WORK
ADDITIONAL EXPERIENCE
RELATED ACTIVITIES
PART TIME WORK EXPERIENCE

CIVIC ACTIVITIES
COMMUNITY INVOLVEMENT
COMMUNITY SERVICE
VOLUNTEER ACTIVITIES

ACTIVITIES & DISTINCTIONS
COLLEGE ACTIVITIES
SPECIAL HONORS
COLLEGE DISTINCTIONS
HONORS & DISTINCTIONS
HONORS/AWARDS
ACADEMIC AWARDS
SCHOLARSHIPS

MEMBERSHIPS
PROFESSIONAL MEMBERSHIPS
AFFILIATIONS
PROFESSIONAL ORGANIZATIONS

SPECIAL TALENTS
LEISURE ACTIVITIES
SPECIAL SKILLS
INTERESTS
FOREIGN STUDY
TRAVEL ABROAD
TRAVEL
LANGUAGE COMPETENCIES
MILITARY SERVICE

EXHIBITS
PUBLICATIONS
CURRENT RESEARCH INTERESTS
PRESENTATIONS
CONFERENCE PARTICIPATION
WORKSHOP PRESENTATIONS

CREDENTIALS
PLACEMENT FILE
REFERENCES

JANE TRACY

PRESENT ADDRESS:
112A Whitehall Ct.
Urbana, Ill. 61801
217 367-7765

PERMANENT ADDRESS:
R.R. #4
Mt. Sterling, Ill. 62353
217 773-3435

EDUCATION

Bachelor of Science in Special Education and Elementary Education, Eastern Illinois University, May of 1985.

Certification in Special Education/Learning Disabilities and Elementary.

RELATED EXPERIENCES

Spring, 1985 - Student Teaching, Yankee Ridge School, Urbana, Ill., fourth grade classsroom and learning disabilities resource room.

Fall, 1984 - Reading Methods, Charleston Junior High, Charleston, Ill., twenty hours of participation in a learning disabilities resource room.

Summer, 1984 - Methods in Learning Disabilities, E.I.U. summer school program, Charleston, Ill., twenty hours of tutoring.

Spring, 1984 - Junior Participation, Franklin School, Mattoon, Ill., forty hours of participation in a fifth grade classroom.

WORK EXPERIENCES

Fall, 1983 to Fall, 1984 - Food Service Employee, Thomas Hall Food Service, E.I.U., Benny Mann, Supervisor.

Summers 1982 - 1984 - Secretarial and Data Processing, Dot Foods, Inc., Mt. Sterling, Ill., Tom Tracy, Supervisor.

1979 - 1981 - Tastee Treat Drive-In, Mt. Sterling, Ill., Dorothy Masterson, Supervisor.

EXTRA CURRICULAR ACTIVITIES

Student Council for Exceptional Children, member, 1983-84, chairman of fundraising, Fall, 1984.

Big Sister, Big Brother/Big Sister of Illinois, Inc., Charleston, Ill., 1984.

Association of Childhood Education International, member, 1981-82.

SPECIAL INTERESTS/ABILITIES

Athletics - specifically basketball, aerobics.
Music - specifically flute, piccolo, piano.

REFERENCES

Available upon request from Eastern Illinois University, Career Planning and Placement Center, Student Services Building, Charleston, Ill., 61920.

553 Dogwood Drive
Arthur, Illinois 61911
(217) 543-3170

Education

Eastern Illinois University, Charleston, Illinois August 1983-May 1987
Bachelor of Science in Special Education G.P.A. 3.12 4.00

Certification in Special Education K-12 Educably Mentally Handicapped
Approval for Early Childhood Special Education

Arthur Community Unit School District No. 305, Arthur, Illinois
High School Diploma

Teaching and Related Experiences

Spring, 1987—Student Teaching, Dr. Howard School, Champaign, Illinois, in a Primary Multiple Impaired classroom (8 weeks).

Spring, 1987—Student Teaching, Bottenfield School, Champaign, Illinois, in an Early Childhood Special Education classroom (8 weeks).

Fall, 1986—Early Childhood Methods, thirty hours of participation at Charleston Community Day Care Center, Charleston, Illinois.

Spring, 1986—Educably Mentally Handicapped Methods, sixty hours of participation at Jefferson Elementary School, Charleston, Illinois.

Fall, 1985—Observation of Children (Birth to Five) Labelled Exceptional, sixty hours of observation and participation in a Head Start classroom at Jefferson Elementary School, Charleston, Illinois.

Fall, 1985—Practicum in Child Development, forty-two hours of participation at the Child Development Lab, Eastern Illinois University, Charleston, Illinois.

Spring, 1985—Practicum in Infant Development, thirty-four hours of participation at the Child Development Lab, Eastern Illinois University, Charleston, Illinois.

Work Experiences

Summer, 1986—Waitress, Rockome Family Style Restaurant, Arcola, Illinois, Faye Sawyer, Manager.

Summer, 1984 & 1985—Counselor, Camp New Hope (residential camping program which serves children and adults with developmental disabilities), Mattoon, Illinois, Don McDowell, Director.

Summer, 1985—Cashier, Dairyland (ice cream stand), Arthur, Illinois, Paul Conn, Owner-Manager.

Summer, 1980–1984—Store Clerk, Rockome Gardens (Amish-based theme park), Arcola, Illinois, Allen & Dale Yoder, Owners-Managers.

Volunteer Experiences

Summer, 1986—Tutoring a child enrolled in an Early Childhood Special Education classroom throughout the school year, Arthur, Illinois, David & Carol Crist, Parents.

Spring, 1984–1986—Special Olympics Volunteer, Area 9 Special Olympics, Charleston, Illinois.

Fall, 1984–1986—Friend for a Day, Special Olympics Fun Festival, Sponsored by Illinois Consolidated Telephone Company, Lakeland College, Mattoon, Illinois.

Clubs and Organizations

Fall & Spring, 1984–1986—Student Council for Exceptional Children
Fall, 1986—Attended Council for Exceptional Children State Conference
Fall, 1984—Alpha Phi Omega, Co-ed Service Fraternity (volunteering help for the campus and community), Eastern Illinois University, Charleston, Illinois.

Honors

Special Education Teacher Scholarship (4 years)

References

Available upon request from Eastern Illinois University, Career Planning and Placement Center, Student Services Building, Charleston, Illinois 61920.

JOHN A. JONES

CURRENT ADDRESS
201 North Neil Street
Champaign, Illinois 61820
(217) 222-2222
(until May, 15, 1993)

PERMANENT ADDRESS
2025 Winston Road
Chicago, Illinois 60016
(312) 444-4444

JOB OBJECTIVE

A teaching position in grades K-6 (also interested in assisting with extra-curricular activities).

EDUCATION

B.A. in Elementary Education, University of Illinois at Urbana-Champaign January, 1984. GPA 4.7/5.0
Area of Concentration: Mathematics

CERTIFICATES

Illinois Standard Elementary Certificate for grades K-9 (Type 03)
Eligibility to teach reading and math, grades K-9

EDUCATION-RELATED WORK EXPERIENCE

Substitute teacher, Urbana School District 116, Urbana, Illinois, January - May 1984.
Taught in grades one through six in four elementary schools in District 116 (45 days).

Day Care Aide, Urbana Central Day Care Center, Urbana, Illinois, May - 1982 - May, 1983.
Assisted day care center instructors with teaching and recreational/outdoor activities of children ages four to ten.
Part-time employment (10 hrs/week).

Summer Volunteer Helper, Lots for Tots Program, Urbana Park District, Urbana, Illinois, Summers 1981, 1982 and 1983.
Assisted regular, certified teachers in activities for children ages four to seven in a one-half day summer recreational program.
Part-time (20 hrs/week).

PROFESSIONAL ASSOCIATIONS

International Reading Association
National Association for the Education of Young Children
National Education Association

HONORS AND AWARDS

Outstanding Education Student, University of Illinois, 1983.
College of Education Scholarship, University of Illinois, 1984.

SPECIAL INTERESTS AND ABILITIES

Fluent in Spanish and German
Special interest in art and graphic design
Special interest in programs for the gifted and talented
Special interest in computers in the classroom

REFERENCES

References are available upon request from the Educational Placement Office, University of Illinois, 140 Education Building, 11310 South Sixth Street, Champaign, IL 61820. (217) 333-0740. File number 55441.

The following individuals have submitted letters of recommendation on my behalf and may be contacted for references:

Dr. Susan Bowman, Department of Elementary and Early Childhood Education, University of Illinois (217) 333-2560 (Early Field Experience Supervisor)

Dr. Ralph Davidson, Department of Elementary and Early Childhood Education, University of Illinois (217) 333-2560 (Early Field Experience Supervisor).

Holly Harrison, Teacher, Washington Elementary School, Urbana School District 116 (217) 333-3333 (Student Teaching Cooperating Teacher).

Ed James, Director, Urbana Central Day Care Center (217) 399-9990.

Sarah Smith, Director, Lots for Tots Program, Urbana Park District (217) 331-3129.

AVAILABLE FOR EMPLOYMENT: August, 1993

SUSAN J. ADAMS

HOME ADDRESS
201 W. Oak
Carterville, IL 63133
618-345-2111

SCHOOL ADDRESS
201 Neeley Hall
Carbondale, IL 62901
618-549-6130

OBJECTIVE

Early childhood specialist

EDUCATION

Bachelor of Science in Education, August, 1992.
Southern Illinois University at Carbondale.
Major: Early Childhood
Minor: Psychology
Associate of Arts, June 1990.
John A. Logan College, Carterville, IL.
General Studies Curriculum

PROFESSIONAL EXPERIENCE

Intern - Child Development Center
Southern Illinois University, Carbondale, IL
Created and delivered educational programs for 25 preschoolers. Developed lesson plans and assembled a guidebook for on-going use.
Coordinated an International Festival, 1991.

Teacher Aide - West Side Elementary School, Herrin IL. Provided support for a 35 pupil second grade. Planned and created seasonal and monthly bulletin boards, supervised playground activities, tutored reading on a one-to-one basis. 1988-1991.

Volunteer - Latchkey Program, Cooperating School District, St. Louis, MO. Assumed safety and supervised recreational activities for 60+ first and second grades. 1984-1987.

COMMUNITY SERVICE

Troop Leader - Girl Scouts. Marion, IL
United Way Chairperson - Venture Stores, St. Louis, MO
Tutor - Southern Illinois Literacy Program, Carterville, IL

ADDITIONAL EXPERIENCE

Personnel Assistant - Venture Stores, O'Fallon, MO 1982-1986

Administrative Assistant - Chubb Insurance Companies, Clayton, MO. 1980-1982

PROFESSIONAL MEMBERSHIPS

Illinois Association for the Education of Young Children
National Association for the Education of Young Children
International Reading Association

REFERENCES

Available from University Placement Center, Southern Illinois University,Carbondale, IL 62901, 618-453-2391.

REFERENCES

References are a critical part of any application; therefore, here are some ideas that may help you. First, you are usually requested to list three or four references on the application form. The screener usually will follow up with phone calls to those references if your application seems to fit the job. Make sure you do not list any reference who has not given permission to be contacted. You may wish, however, to add additional references. You can do this by providing an additional sheet like this in your application:

References for WILL I. FUMBLE

Roger A. Dodger, Principal, Elm High School, Elmwood, IA 52909
Telephone: 319-456-7890

Frieda Lott, Vice Principal, Elm High School, Elmwood, IA 52909
Telephone: 319-456-7891

Dr. Philip A. Tank, Assistant Superintendent, Elmwood School District, Elmwood, IA 52909 Telephone: 319-456-7899

Better Format:

A screener will assume you have worked with those people, but reference does not tell the screener why that person should be contacted. See how this revised reference list provides critical information:

References for WILL I. FUMBLE
(an asterisk by the name indicates that person has a statement in my placement file)

*Roger A. Dodger, Principal, Elm High School, Elmwood, IA 52909 Telephone 319-456-7890. Supervised principal internship during 1990-91. Has supervised and evaluated me as a social studies teacher and assistant football and baseball coach, 1984 to date.

*Frieda Lott, Vice Principal, Elm High School, Elmwood, IA 52909 Telephone 319-456-7891. Discipline and attendance procedures, ASB funds and activities, school maintenance. Assisted in supervising my principal's internship.

Dr. Philip A. Tank, Assistant Superintendent, Elmwood School District, Elmwood, IA Telephone 319-456-7899. Familiar with my work on district-wide committees concerning discipline, social studies and graduation requirements.

*Dr. Louis B. Lawless, Professor of Educational Administration, Macadamia University, Nuttal Hall, Iowa City, IA 52245. Telephone 319-987-6543. Advisor for my administrative internship and master's in educational administration program.

And, you can list other people who might provide needed information, such as the people who have served as mentors. The only caution here is to list people who really know you well enough to provide information rather than what is called "name recognition support." Example: don't list a well-known person just because you attended a workshop conducted by that person unless that person knows how you truly participated in that workshop.

COVER LETTERS FOR EDUCATION MAJORS

When contacting a potential employer by mail, it is essential to have a cover letter accompany the resume. Cover letters allow you to indicate interest in a specific position and to cite accomplishments that would be of particular interest to the employer. Cover letters also provide an opportunity to elaborate on specific sections of the resume.

An employer's first impression of you as a professional will often be based on written correspondence. A cover letter serves to introduce you to the employer and stimulate interest in your background and qualifications.

Any correspondence with a potential employer should project your personality and writing style. These samples are meant to illustrate approaches that job seekers in education may use when making initial contacts.

Cover letters should be:

*Clear and concise
*Personalized
*Grammatically correct
*Attractive and business-like

Like the resume, cover letters create important first impressions. Employers are looking for people who can communicate clearly and concisely. When constructing your letters remember the following:

Use 8 1/2 x 11 stationery of good quality

Duplicated copies are not acceptable; write each one individually and mention-by name-the school, town, etc...

Write your letter so that it reflects you; do not use a form letter

Choose an acceptable business format for the construction of your cover letters

Use ample margins and pay careful attention to your grammar, punctuation, spelling, and typing. Avoid the overuse of the pronoun "I"

When possible, address your letter to a specific individual, using the individual's correct title. Avoid salutations such as Dear Sir, Gentlemen, Good Morning, and To Whom It May Concern, etc.

Indicate that a resume is enclosed

Keep a copy for your file

Letter of Application

A letter of application is written when you have been informed of a job vacancy. The letter should explain your interest in the position and also highlight your educational background and professional experience. A clear and concise letter written in short paragraphs for ease in reading is usually the most effective. Indicate that credentials are being forwarded from your Educational Placement Office and always express a willingness to come for a personal interview.

Sample

210 Parker Avenue
Terre Haute, IN 47803
March 4, 1993

Dr. Jane Smith
Director of Personnel
Adams School District
69 Bond Street
Washington, VA 28392

Dear Dr. Smith:

I have been informed by the Career Center at Indiana State University of a sixth grade opening with your school district. I would like very much to be considered an applicant for this position.

As you will note on my resume, in May I will receive a Bachelor of Science degree from Indiana State University where my major is Elementary Education and my minor Language Arts. I am currently student teaching in a sixth grade classroom where I have had the opportunity to work with students in establishing a bi-weekly newsletter. The project has been so effective that it will be included in the plans for the next school year.

In support of my application, I will be happy to forward my placement credentials along with any additional information which may be required. I would like very much to schedule an interview at your convenience. I can be reached at 812-237-4267. Thank you for your time and consideration.

Sincerely,

(written signature)

Megan Nelson

Enclosure

Letter of Inquiry

The letter of inquiry is written when you want to acquire information about available positions in specific geographic areas. Your inquiry letter should provide a brief overview of your qualifications and should be sent early in the hiring season. Not all letters of inquiry will be answered, but those that result in a positive reply should be followed up. Request that an application form and any available literature about the school system or school be sent to you in the addressed, stamped envelope that you enclose.

Sample

820 N. Brook St.
Terre Haute, IN 47803
March 3, 1993

Mr. Edwin Jamison
Director of Personnel
MSD of Center Township
711 S. Main Street
Indianapolis, IN 47229

Dear Mr. Jamison:

Due to my plans for relocating in the Indianapolis area, I am writing to inquire about existing or anticipated openings with MSD of Center Township. The bachelor's degree will be awarded to me in May of 1993 from Indiana State University where my major is Elementary Education and my minor Language Arts.

As you will note on my enclosed resume, I am currently student teaching in a sixth grade self-contained classroom where responsibilities include all areas of study. In addition, I have had the opportunity to work with students to develop a bi-weekly newsletter announcing school activities and highlighting contributions by students and teachers. This newsletter has proven to be so effective that it will be continued next year.

I would appreciate the opportunity to apply with your corporation and would be happy to arrange a personal interview at your convenience. I may be reached at 812-357-2859. I will look forward to hearing from you.

Sincerely,

(written signature)

Jennifer Stone

Enclosure

Interview Follow-Up Letter

An interview follow-up letter should be sent to the hiring official as soon as possible after the interview. If you have interviewed on campus at the school district or school, it is to your advantage to write a letter thanking the employing official and indicating your continued interest in the position. This letter can serve to remind the employer of the interview and can help to keep your application "active." If, after the interview, you determine that the school district or school is no longer of interest to you, a letter should be sent asking to have your name removed from consideration.

Sample

Your Address
Date

(If possible, use individual's name who interviewed you)
Address

Dear _____:

I appreciated the opportunity to talk with you on (date). The information you shared with me about (name of school district, center, etc.) was excellent, and I am excited about the possibility of applying my education and experience to the position we discussed.

If I can provide you with any additional information, please let me know. I look forward to hearing from you soon.

Sincerely,

(written signature)

Your name typed

Letter of Acceptance

Your Address
Date

(If possible, use individual's name who has hired you)
Address

Dear _____:

I am very pleased to accept your offer (state offer) as outlined in your letter of (date). (Include all details of offer--location, starting salary, starting date.)

(Mention enclosures--application, resume, employee forms, or other information--and any related commentary.)

I look forward to meeting the challenges of the job and I shall make every attempt to fulfill your expectations.

Sincerely,

(Written Signature)

Your name typed

Letter of Rejection

Your address
Date

(If possible, use individual's name who has hired you)
Inside Address

Dear _____:

After considerable thought, I have decided not to accept your offer of employment as outlined in your (date) letter. This has been a very difficult decision for me. However, I feel I have made the correct one for this point in my career.

Thank you for your time, effort, and consideration. Your confidence in me is sincerely appreciated.

Sincerely,

(written signature)

Your name typed

WHEN APPLYING OUT OF STATE

If you are really interested in another state, it will pay great dividends to learn as much as possible about that state so that the application and interview reveal that you have done your homework.

First, apply for certification in the state you are interested in. You can obtain state certification addresses from your college or university's educational placement office. It is impressive to read in a letter of application that you have either already obtained the certification or are in the process. Start this process early because certification takes time. Some states, including Washington, require that you receive a police record clearance.

Second, write to the office of the state superintendent of public instruction and request information about the state school system and specifically request a copy of the state's manual for school finance and budgeting. These items will cue you to the terminology of the state and give you a better understanding of what you need to know. States differ as to local and state funding processes, and states use different languages. Example: Some states talk about FTE's (full time equivalent students) while others talk about ADA's (average daily attendance).

Third, contact friends in education in the state where you propose to move. Ask them about the state of education, major movements occurring in the state, support for, etc. Ask them about specific districts in locations where you wish to relocate. Networking does pay dividends.

Fourth, contact the superintendents' and principals' associations in the state. Usually you will be charged a fee for an associate membership which will provide you with information about jobs and perhaps even the monthly newsletter.

Fifth, all fifty states have a school boards association which is affiliated with the National School Boards Association. Many states have a person who does superintendent searches and some even do community college administration searches, e.g. Oregon. You can obtain state names and telephone numbers through your own state school boards association.

Have specific questions you wish to ask. That, too, is impressive. It makes one wonder a bit about the person who says on the phone, "I was told you can tell me all about education in Washington....so, what can you tell me?"

THE EDUCATION JOB INTERVIEW: MAIN POINTS

The most influential factor in the employment process is the interview. Your resume, cover letters, and recommendations are important aspects of being invited to interview, but the interview is the primary determining factor in the selection process.

INTERVIEW SITUATIONS:

On-campus

Representatives of school districts or schools visit your Educational Placement Office for the purpose of conducting screening interviews. Because recruiters will interview a dozen or more applicants in a single day, the interviews are usually thirty minutes in length. An on-campus interview offers you a good introduction to interviewing in a familiar, non-threatening environment.

On-site or off-campus

In contrast to on-campus screening interviews, the on-site interview focuses more on the selection and hiring of staff members. School district or school administrators may offer you an invitation to interview at their building as a result of an on-campus visit or as a result of a cover letter, resume, and completed application form. The interview will vary in length and in style, depending on the system. Candidates are usually expected to cover all traveling and other expenses.

Recruiters will use the personal interview to confirm or negate impressions conveyed by your brief interview on campus, your resume and other paperwork, and recommendations from cooperating teachers, university supervisors, faculty members, etc. School administrators will also attempt to assess your personality and evaluate your potential as a professional colleague. Hiring officials take several items into consideration during the interview: communication skills, enthusiasm, knowledge of the subject area, and appearance. You must concentrate on presenting a professional image from the beginning of the interview through closure. Be sincere, be honest, be yourself and BE PREPARED!

Remember, the interview is a two-way process. The interviewer wants to learn about you, the candidate, the candidate should want to learn about the school system and the community. Not all interviews result in a job offer. Do not assume that a non-offer is a failure. Remember that several candidates (possibly 3 to 10 or more were interviewed for the same position.

If you are to be employed, INTERVIEWS ARE INEVITABLE! So, be sure that you have a good understanding of the process involved

and the preparation necessary. While there are no absolutes in describing an interviewing situation, the following are points that should be considered along with questions and topics that are often discussed.

Points to Remember

BE YOURSELF. Your attitude is going to influence the interviewer's evaluation. Emphasize your strong points and remember that the recruiter is looking for inherent personal energy and enthusiasm. Remember the importance of body language such as a firm handshake, posture and good eye contact.

DWELL ON THE POSITIVE. Try always to dwell on the positive. While past failures and shortcomings need not be volunteered, don't try to side-step them. Should recruiters ask, try to explain the circumstances in a positive manner, emphasizing what was gained by the experience. Consult your Career Center counselor for help in addressing any problem areas.

ASK QUESTIONS WHEN INDICATED. If appropriate, ask meaningful questions, particularly if you're not clear about the details of the position, the training program, or other job-related concerns.

FOLLOW UP. Finally, follow up on the interview. Provide credentials, references or transcripts requested by the prospective employer as soon as possible. Be sure to write down the name, title and address of the interviewer. A brief typewritten letter of appreciation should follow within 48 hours of the interview.

INTERVIEW PREPARATION FORM

Position Sought _____

Source of Job Vacancy _____

Name of School/District/
Agency/Institution _____

Address _____

City: _____ State: _____ Zip: _____

Phone _____

Name of Interviewer/
Contact Person _____

Title/Position _____

Phone: _____

Interviewer/Contact
Person's Secretary _____

Place of Interview _____

Date(s) of Interview _____

Materials to Bring
to the Interview _____

Application Procedures	Date Completed
Letter of application/inquiry and resume or vita sent to employer	_____
Application form completed and sent to employer	_____
Placement file requested from the Educational Placement Office	_____
Transcripts requested from institutional & record offices	_____
Called for an interview by employer	_____
Interview Date(s)	_____
Follow-up thank you letter sent to interview/ contact person	_____

Other communications with the employer:

INITIAL PREPARATION

_____ Knowledgeable about the school system and city by reading available literature in your Educational Placement Office, contacting the Chamber of Commerce and other sources.

_____ Familiar with standard interview questions. Prepared to ask own questions.

_____ Organized and have available the Interview Portfolio (optional) for the recruiter's referral.

PERSONAL PREPARATION

_____ Appropriately dressed and groomed.

_____ Punctual and courteous to the secretary, but not overly so. Avoid gum chewing and cigarettes.

_____ Aware of appropriate etiquette; formal but friendly greeting beginning with a firm handshake, remain standing until asked to be seated, and comfortable eye contact.

_____ Anticipate your response to questions of a personal nature which may be asked despite current laws regarding religion, race, marital status, dependents, etc...

_____ Appear self-confident, show your enthusiasm and sense of humor.

_____ Be conscious of your choice of words, avoid slang words and cliches; avoid one word answers.

_____ Tone and volume of voice should be normal. Nervousness may make your pitch higher. Practice with a tape recorder and in front of a mirror.

_____ Listen carefully; if uncertain about the intent of the question, ask for clarification.

INTERVIEW CLOSURE

_____ Be perceptive about drawing the interview to a close. Pick up signals from the interviewer. Do not prolong the interview.

_____ Request information on the time-table and the next step in the hiring process.

_____ Send a follow-up letter as a courtesy to the recruiter and as a refresher of what was discussed in the interview.

_____ If you do not receive a response from the school system within a reasonable time period, follow-up with a phone call or letter to the hiring official.

POST INTERVIEW - SELF EVALUATION

_____ Was I prepared?
_____ Did I present my qualifications in the best possible way?
_____ Was I too aggressive? Too passive?
_____ Ways to improve my next interview _____

INTERVIEW PORTFOLIO

In addition to cover letters, resumes, applications and credentials, an Interview Portfolio may be a useful tool during your job-seeking campaign. The Interview Portfolio consists of materials that are usually not a part of your resume or credentials. You should design your portfolio so that it can effectively assist you during an interview with a prospective employer. The portfolio is not to be given to an employer but should be used to present materials that may strengthen a verbal response or demonstrate a skill or talent. In some cases the portfolio may not be necessary or even appropriate. It is important to be perceptive in how and when to use the materials to your advantage.

SUGGESTIONS FOR PORTFOLIO MATERIALS

Transcripts (one official transcript and several copies)

Resumes

Copy of teaching certificates

Samples of lesson plans and/or units developed and implemented

Videotape cassette of class teaching

Special project or booklet designed for classroom use

One page statement of philosophy (with copies)

Letter of reference not included in credentials such as character references

Paper, pencil, pen

Any or all of the above items could be attractively arranged in a simple manila folder, notebook, binder, or other hand-designed cover. Organize the material so that it is convenient to present during your interview.

The first impression is visual. Make sure your appearance is appropriate and professional. The following wardrobe tips will help select high quality garments and keep them in top condition.

Women

Quality suit - Color: navy, medium blue, black, medium to charcoal grey, wine, black. Pattern: solid, tweed or subtle plaid
Blouse: light color, solid or small pattern, may coordinate with silk tie
Clear or lightly tinted nail polish
Minimal jewelry
Spotless glasses
Understated makeup
Light or no fragrance
Small leather clutch or medium shoulder bag
Beige, tan or natural stockings.
Classic pumps in good repair-polished, dark color closed heel & toe, 1-2" heel for women
Purse, attache or portfolio of good leather
Classic fabrics, patterns, and colors which are always in style and easy to accessorize
Skirts for women (no pants)
DO NOT wear sports coats

Men

Suits: Quality single breasted suit or sports coat-color: navy, medium charcoal grey, black, solid or pinstripe
Shirts: Expertly ironed shirt with good collar fit- A single row of stitching along shoulder seams and side seams to prevent puckering. Wear long sleeve shirts even under suit coats. Pale colors, preferably white, solid or small stripe or shadow box.
Tie: Conservative tie-DO NOT wear clip-on ties. Solid color, small polka dot or conservative stripe. Store unknotted to hang out wrinkles. Maintain an eye-pleasing balance between your collar width and tie know size.
Shoes: Calfskin is the best quality leather for uppers; synthetics may peel or crack. Leather uppers allow your feet to breathe and will release moisture. Black (polished!), no boots for men.

Outer coats: Outer coat sleeve length should cover the suit coat sleeve. You should sit in your outer coat in the store to be certain that it is comfortable. If you live in a very cold climate, buy coats that button around the neck. Color: tan, grey or black.
Minimal jewelry-no earrings for men
Medium to short haircut-neat and clean
Spotless glasses
Calf-length socks
Light or no fragrance
Shoes in good repair
Attache or portfolio of good leather

Remember, as a new college graduate, the employer will not expect expensive designer suits. Find a suit that fits well on you and within your budget.

COMMON TEACHER INTERVIEW QUESTIONS

A. PROFESSIONAL CHARACTERISTICS

1. What are 5 strengths you possess (personally or professionally)?
2. What are 5 weaknesses you have (personally or professionally)?
3. Are you or do you plan on joining any professional organizations?
4. Tell me a little about your educational background.
5. What are your prior experiences with children?
6. Why did you go into education?
7. What is one personal characteristic you would like to change? Why?
8. Rate yourself on a scale of 1 to 10 on organization.
9. Name three characteristics of a person which you admire.
10. If you had to describe your teaching style-how would you describe it? Do it with one word.
11. Are you a reader? Name some professional journals you read.
12. What five adjectives would your last principal use to describe you?

B. CLASSROOM MANAGEMENT

1. How will you set up your reading program? Your groups?
2. How will you set up your math program? Why?
3. How will you provide for individual differences in children?
4. How will DISCIPLINE be handled in your classroom? Why?
5. Explain some different approaches you might use.
6. What is behavior modification?
7. How would the principal be utilized in your discipline program?
8. What is a positive learning environment?
9. How would you create a positive learning environment?
10. How can you change student behavior? Give me an example.

C. SITUATIONS

1. Tell me how you would react: A child was suppose to bring ice cream for a field trip. The child's mother had forgot, but didn't send a note. Scared and disappointed, he/she tells you their father died last night is the reason he/she didn't bring the ice cream.
2. A parent has just showed up at your door at 8:45 a.m. and is very upset about you hitting her child in the face yesterday. This is not true. What will you do?
3. A parent demands that he be notified when his child gets in any trouble. You know the child is spanked/beaten when the parent is notified. When do you involve this parent?
4. What will happen to a student if he/she doesn't hand in an assignment?
5. A parent is doubtful about how you obtained their child's grade. Can you justify your grading system?
6. The parents of one of your children are separated. What will you do if one of the parents wants to take the child out of school one day?
7. One child calls you a name. How will you react and what are the consequences?
8. Out on the playground you see a fight. What will you do?
9. You tell a student to do something and she tells you NO. She is determined not to follow your request. What are your options?
10. If the principal was sitting in the back of your room observing/evaluating and a child near the principal began to

disrupt, what would you do? 31.

11. What would you do about a child that swears in your room? How would you change his/her behavior?
12. What is the most difficult discipline problem you have ever had to deal with?

D. PREPARATION AND CURRICULUM

1. Do you think it takes outside time to finish your school work? How many hours a day or a week?
2. How far in advance will you make your plans?
3. What kind of long range plans will you need to do?
4. Why is the planning process important?
5. Which subjects need preference at the primary/intermediate level?
6. Can you rank order the subjects at your grade level?
7. What is the Affective Domain in education? How will you incorporate this into your classroom?
8. How will you address teaching the WHOLE child (emotionally, socially, psychologically)?
9. Explain the essential components of a successful reading program.
10. Describe a successful lesson you have had in student teaching. (Be specific. Content/Process you've described).
11. If you were going to select a math textbook, how would you do it?
12. Which subject do you feel is your best/worst to teach?
13. If someone were to walk into your room during a language arts lesson, what would they see?
14. How will you set up your grading system and policies?
15. What would you expect from a normal second grader?
16. Think of one child and give me an example of how he/she has grown educationally, emotionally, and socially.
17. Give me an example of how a child changed in a positive way because of you changing the curriculum in your room.
18. What reading (math) series are you familiar with? Give me the strengths and weaknesses of these.

E. PHILOSOPHY AND ATTITUDES

1. Tell me or write your Philosophy of Education.
2. How important is staff morale for a building? How will you contribute to this?
3. Do you consider yourself a leader or a follower?
4. How will you involve parents in your classroom?
5. Tell me one (up to five) career (professional, personal) goal you have in the next five (ten) years.
6. Tell me how you feel about investing in education for our children.
7. How do you motivate a child?
8. What are your views on children on drugs? How will you handle it if it happens in your classroom?

10 QUESTIONS YOU COULD ASK

1. Are extracurricular opportunities available for teachers interested and qualified in after school activities? What percent of the students participate in extracurricular events?
2. Does your district or nearest school cooperative offer faculty inservice training days during the school year?
3. What curriculum materials are used at this grade level?
4. In the past few years, what has been the average faculty turnover rate?

5. Is there a budget established for supplies which need to be purchased during the school year?
6. Are parents active in your schools? In what ways do they participate?
7. What support systems are available for students who have special needs?
8. What percent of your high school graduates go on to post-secondary training institutions?
9. What program of evaluation is used for measuring students' academic progress and performance in this district?
10. Do you have specific policies regulating student behavior and consequences (i.e., disciplinary action, drug abuse, truancy)?

25 QUESTIONS TO GET READY FOR:

1. Why did you decide to go into teaching as a career?
2. Tell me something about yourself.
3. What is your philosophy of education?
4. What are your strengths? Weaknesses?
5. How was your room organized? What was the atmosphere of your room? What was the socio-economic level of your students?
6. As you look back on your student teaching experience, what was most effective about you? About your style? What was least effective about your teaching style?
7. What worked best for you in classroom control?
8. How would you provide for individual differences within your classroom?
9. How can you get students excited about your subject area?
10. When you start teaching what innovative ideas would you like to initiate in your classroom?
11. What strategies and/or materials would you use to aid students in developing creativity?
12. What were your most effective ways to motivate students?
13. What kind of relationship do you want with your students?
14. In planning your lessons or units of study, how do you organize and prepare your material?
15. What do you anticipate as being the most satisfying aspect of teaching? The least?
16. How were you involved with parents in your school (conferences, open houses, communication, etc...)?
17. Thinking about your background and/or summer work experiences, what hobbies and/or interests do you have that might help you as a teacher in the classroom?
18. With what extracurricular activities would you be willing to assist?
19. What are your professional plans?
20. What have you read in the last six months or year?
21. If you could spend a day doing anything you wanted to do, what would you do?
22. What is your least (or most) favorite type of student?
23. How would you use computers in your classroom?
24. What do you expect from a principal?
25. Why should I hire you?

INTERVIEW TOPICS

Over 2,000 first-year teachers were asked to identify the topics asked most often by hiring officials during an interview. Here is what elementary teachers shared in the National Teacher Interview Survey:

1. Classroom management
2. Student Teaching Experiences
3. Strengths
4. Teaching Philosophy
5. Weaknesses
6. What if.....
7. Teaching Style
8. Motivational Theories
9. Future Plans
10. Lesson Design
11. College Courses
12. Curriculum Knowledge
13. Employment History
14. Youth-related Activities
15. Higher Thinking Skills and Strategies
16. Salary
17. Coaching Interests
18. Community Activities
19. College Activities
20. GPA

DIFFICULT INTERVIEW QUESTIONS

Newly-hired teachers across the nation identified these interview questions as the most difficult.

1. What is your philosophy of education?
2. What if...?
3. How would you set up a program in your major teaching area?
4. What are your weaknesses?
5. Define the role of the principal.
6. Describe yourself using five adjectives.
7. How do you handle discipline in your classroom?
8. Do you want students to like you?
9. Describe in detail a lesson that you taught.
10. What are your strengths?

PREDICTORS OF SUCCESS

1. Ambition and motivation
2. Grades
3. Related work experiences
4. Creativity and intelligence
5. Teamwork capabilities
6. Initiative
7. Good personality
8. Job "fits"
9. Specific courses
10. Adaptability
11. Leadership ability
12. Ability to communicate
13. Work habits

NEGATIVE FACTORS OBSERVED DURING JOB INTERVIEWS

Poor personal appearance
Aggressive, conceited, superiority complex
Inability to express self clearly...poor diction and/or grammar
Lack of planning for career..no purpose or goals
Lack of interest and enthusiasm
Lack of confidence and poise
Failure to participate in activities
Overemphasis on money..interested only in best dollar offer
Poor scholastic record
Makes excuses and is evasive in answering questions
Lack of tact
Lack of maturity
Lack of courtesy
Condemnation of past employers
Marked dislike for schoolwork
Lack of vitality
Fails to look interviewer in the eye
Limp, fishy handshake
Indecision
Sloppy letter of application, resume, or application form
Conveys feeling of merely shopping around
Wants job only for a short time
Lack of knowledge about field of specialization
No interest in the employer
Cynical personality
Obvious laziness
Intolerant, has strong prejudices
Inability to take criticism
Radical ideas
Late to the interview without good reason
Never heard of the employer (or grossly under informed)
Asks no questions about the job or the employer
High pressure personality type
Asks questions that were answered in the literature the candidate already has
Talks too much or too little

ILLEGAL PRE-EMPLOYMENT INQUIRIES

In pre-employment interviews or other communications with potential employers, you have rights to protect you from being asked questions that might be used to discriminate against you for non-job related reasons. The Equal Employment Opportunity Commission and the Office of Civil Rights of the Department of Education serve to ensure compliance with these acts and provide information about your legal rights.

These acts are as follows:
The Equal Pay Act of 1963
Title VII of the Civil Rights Act of 1964
The Age Discrimination in Employment Act of 1967
Title IX of the Education Amendments of 1972
The Equal Opportunity Act of 1972
The Rehabilitation Act of 1973

The following are items of information that employers may not inquire about in pre-employment discussions, communications, or interviews with job applicants and information that may **not** be required on application forms. Your job resumes, vitas and application forms need **not** contain this information.

*Marital status and social or living arrangements
*Spouse's profession
*Race, religion, or national origin
Any inquiries about place of birth, native language, or club affiliations are generally impermissible.
*Age
Age may only be asked to establish that you are of age to work
*Financial information
Information regarding bankruptcy, car or home ownership, credit rating, social security, or bank accounts may not be requested.
*Arrests
You need not provide information about past arrests, but you may be asked to provide information about criminal convictions.
*Height and weight
Questions about height and weight may be asked only if they are necessary requirements for the performance of the job.
*Pregnancy status and childbearing plans
*Number and ages of children
Also illegal to request is information about daycare provisions for children
*Foreign citizenship
You may be asked if you are a U.S. citizen, if you intend to remain permanently in the U.S., if you are not a citizen, or if visa or immigration status prohibits you from becoming lawfully employed.
*Academic degrees
Information may not be requested regarding membership in social clubs, religious groups, non-professional organizations, or other non-job related groups.
*Military service and discharge information
*Social activities
Information may not be requested regarding membership in social clubs, religious groups, non-professional organizations, or other non-job related groups.
*Handicaps
You are not required to disclose information about a handicap you may have. However, you may be invited to indicate this information voluntarily for affirmative action purposes.

SAMPLE Interview Evaluation Sheet (may be used by recruiters or interviews during an interview)

INTERVIEWER APPRAISAL FORM

Interviewer _____ Date _____ University _____

Candidate's Name_____ Major_____ Minor_____

EVALUATION

CHARACTERISTICS	Outstanding	Above Average	Acceptable	Limited Potential
Appearance & Grooming				
Preparations for Interview				
Knowledge in subject area				
Knowledge of profession				
Communicative Ability				
Vocabulary				
Voice				
Confidence				
Directness				
Maturity				
Creativity				
Sincerity				
Personality				
Enthusiasm				
Industrious				
Sense of Humor				
Overall Qualifications				
Academic Preparation				
Apparent Intelligence				
General Attitude				
Outside Interests				
Coaching endorsement				
Other _____				
Overall Evaluation				
Long Range Potential				
Drive & Ambition				

Comments: _____

_____

_____ Office Invitation _____ Uncertain _____ No Interest

By what date should candidate be contacted? _____

DIRECTORIES

Stateside and overseas directories contain names of schools, administrators, addresses, enrollment and other pertinent information.

National

Catholic Schools in America. Montrose, Colorado: Fisher Publishing Co., annual.

The Directory for Exceptional Children. Boston, Massachusetts: Porter Sargent Publishers, biennial.

Directory of Public School Systems in the U.S. Evanston, Illinois: Association for School, College and University Staffing, annual.

Guide to Summer Camps and Summer Schools. Boston, Massachusetts: Porter Sargent Publishers, biennial.

The Handbood of Private Schools. Boston, Massachusetts: Porter Sargent Publishers, annual.

Patterson's American Education, ed. by Norman F. Elliot. Mt. Prospect, IL: Educational Directories, annual.

Peterson's Annual Guide to Independent Secondary Schools. Princeton, New Jersey: Peterson's Guides, Inc., annual.

Overseas

Directory of the European Council of International Schools. Surrey, England: European Council of International Schools, Inc., annual.

Fact Sheets for International Schools. Washington, D.C.: U.S. Dept. of State, annual.

ISS Directory of Overseas Schools. Princeton, New Jersey: International Schools Services, Inc., annual.

Overseas Employment Opportunities for Educators. Alexandria, VA: Dept. of Defense Dependents School, annual.

Schools Abroad of Interest to Americans. Boston, Massachusetts: Porter Sargent Publishers, quadrennial.

BOOKS, PAMPHLETS, GUIDES

Don't use a resume... Use a qualifications brief. Lathrop, R. (1980). Berkeley, CA: Ten Speed Press. (ISBN 0-89815-027-2) $1.95.

How to get a job in education. Levin, J. (1987). Holbrook, MA: Bob Adams, Inc. (ISBN 0-937860-79-4) $6.95.

The right fit. Strother, J. & Marshall, D. (1989). Scottsdale, AZ: Gorsuch Scarbrick. (ISBN 0-897878-14-0) $14.95.

1993 ASCUS Annual: The job search handbook for educators. Association for School, college, & University Staffing, Inc. 1600 Dodge Ave., Suite 330, Evanston, IL 60201-3451: Author. $.50 per copy.

From Contact to Contract: A Teacher's Employment Guide, by Rebecca Anthony and Gerald Roe, 1992. The Carroll Press Publishers, 43 Squantum St., Cranston, RI 02920. Covers job-seeking tools and techniques for beginning and experienced educators; includes chapters on preparing for the job search, resume and letter writing, interviews, forms and records, and contracts.

Jobs for English Majors and Other Smart People, by John L. Munschauer, 1991. Peterson's Guides, Inc., Box 2123, Princeton, NJ 08540. Covers job-finding information for the inexperienced, the generalist, and the career changer. Includes chapters on unusual careers and strategies for selecting a career.

The Minority Career Book, by Miquela Rivera, Ph.D., 1991. Bob Adams, Inc., 260 Center Street, Holbrook, MA 02343. Covers reaching the winner's circle, managing office politics, taking risks, the pressure of being "the only one," handling mistakes, and managing minority employees.

Public Schools U.S.A., A Comparative Guide to School Districts, by Charles Harrison, 1988. Williams Publishing Co., Charlotte, VT 05445. Covers statistics of hundreds of districts in the largeste metropolitan areas and growth centers. Includes information on twenty-two areas such as grade organization, enrollment, dropout rate, elementary teacher-student ratio, ACT and SAT scores, etc.

Sweaty Palms - The Neglected Art of Being Interviewed, by H. Anthony Medley, 1990. Ten Speed Press, Box 7123, Berkeley, CA 94707. Covers interview preparation, performance, and follow-up. Includes chapters on screening interviews, honesty, dress, salary and hiring discrimination.

Teacher's Magazine, Editorial Projects in Education, Inc., 4301 Connecticut Avenue, N.W., Suite 250, Washington, District of Columbia, 20008. 10 issues per year. Covers topics about education and teaching as a profession. Includes feature articles, current newsworthy events and activities, curriculum and research, etc.

Education Week, Editorial Projects in Education, Inc., 4301 Connecticut Ave., N.W., Suite 250, Washington, District of Columbia 20008, 40 issues per year. Covers current issues and developments in education in a newspaper format; includes such things as certification regulations, innovative programs, legal issues, etc. Selected teaching and administrative openings are listed under "The Marketplace."

How to look good to an employer by Anthony, R. & Roe, G. (1987), Belmont, CA: David S. Lake Publishers.

NATIONAL TEACHER CORP.

Teach for America, P.O. Box 5114, New York, NY 10185-5114. Phone 1-800-832-1230. This is a national teacher corp which recruits individuals who are recent college graduates (not necessarily licensed teachers), provides intense short-term training, and places them in under resourced urban and rural public schools in the U.S. for a two year period of commitment.

RESOURCES FOR OVERSEAS TEACHING POSITIONS

World Teach, Harvard Institute for International Development, One Eliot St., Cambridge, MA 02138-5705, phone (617) 495-5527. A non-profit social service organization which arranges for volunteers to teach for a year, a semester, or a summer in China, Costa Rica, Ecuador, Namibia, Poland, South Africa, or Thailand.

Educator's Passport to International Jobs: How to Find and Enjoy Employment Abroad, by Rebecca Anthony and Gerald Roe, 1984. Peterson's Guides, Inc., P.O. Box 2123, Princeton, NJ 08540. Covers all aspects of job seeking for educators who wish to go abroad; discusses motivations for working abroad, identifying job opportunities, writing resumes and cover letters, interviewing techniques, contract decisions, adjusting to a new country, and returning to stateside employment.

Working Holidays 1992, 40th edition, Central Bureau for Educational Visits & Exchanges, Seymour Mews House, Seymour Mews, London W1H9PE. Covers all the details of over 500 employers and 99,000 opportunities, paid and voluntary, from au pair work to work camps, from Australia to Zaire, and in periods of time from 3 to 365 days long.

Dept. of Defense, Dependents Schools, 2461 Eisenhower Ave., Alexandria, VA 22331. Attn: Teacher Recruitment, phone (703) 325-0888. Recruits for teachers at K-8 schools in 19 countries for dependents of military personnel.

Teaching Abroad, Howard, E.M. & Weeg, C. (Eds.) (1988). New York: Institute of International Education.

Peace Corps, Recruitment Office, 806 Connecticut Ave., N.W. Washington, D.C. 20526. (800)424-8580, ext 93. The Peace Corps is composed of over 5,000 volunteers and trainees in over 60 nations in Latin America, Africa, Asia, and the Pacific. Volunteers are placed in a variety of programs including teacher training, teaching in all subject areas, maternal and child health, family nutrition, natural resource development, etc.

United Church Board for World Ministries, 475 Riverside Drive, New York, New York, 10015. Church-affiliated schools offer opportunities for teaching, service and cross-cultural experiences in developing countries.

RECRUITING FAIRS FOR OVERSEAS TEACHING POSITIONS

CEDAR FALLS, IOWA
Midwest Overseas Recruiting Fair
University of Northern Iowa
Cedar Falls, IA 50614-0390
(319) 273-2083

NEW JERSEY
International Recruitment Center
International Schools Services
P.O. Box 5910
Princeton, NJ 08540
(609) 452-0990

CLEVELAND, OHIO
Teacher Overseas Recruitment Center
National Teacher Placement Bureau
P.O. Box 9027
Cleveland, OH 44109
(216) 741-3771

LONDON, ENGLAND
ECIS Recruitment Centre
European Council of Intl. Schools
Dept. PO, 21 Lavant Street
Petersfield, Hampshire GU32 3EL, England
44-730-68244

ALTERNATIVE CAREERS FOR TEACHERS

Alternative careers for teachers by Pollack, S. (1984). (Rev. Ed.)., Boston, MA: Harvard Common Press. (ISBN 0-916782-60-3) $8.95

Substitute Teaching: A Handbook for Hassle-Free Subbing, by Pronin, B. (1983). New York: St. Martin's Press.

Careers in Education by Edelfelt, R.A. (1990). Lincolnwood, IL: VGM Career Horizons.